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ABSTRACT

This document discusses recommendations of a workshop-seminar concerning undergraduate and graduate teacher education programs, programs for those with degrees from outside the U.S., and teacher certification for bilingual teaching in Illinois. Three general administrative recommendations are made that are applicable to undergraduate and graduate programs, and three recommendations are directed to colleges and universities that have bilingual programs in the planning and implementation stages. A general format is suggested for undergraduate bilingual teacher preparation programs, and areas to be covered in graduate programs such as language proficiency, linguistics, and culture are recommended. Seven recommendations are made concerning the preparation of those with degrees from outside the U.S. Finally, three recommendations are made concerning requirements for teacher certification for bilingual teachers. A copy of Public Act 78-727, an overview of bilingual education today, a list of workshop-seminar participants, a list of requirements for a suggested standard of bilingual/cross-cultural teacher education preparation, and guidelines for the preparation and certification of teachers of bilingual-bicultural education in the U.S. are appended. (PD)

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BILINGUAL TEACHER PREPARATION CONFERENCE REPORT

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Illinois Board of Higher Education
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INTRODUCTION

The State of Illinois faces problems in bilingual education that are similar to those found in several other states, with two differences. The size of the Latino community in Chicago is significantly larger than most other cities, and the State of Illinois has mandated through the passage of Public Act 78-727 that on or before July 1, 1976, bilingual education will be required of any school district in Illinois with more than 20 pupils in need of such services. [1] The State of Illinois has gained recognition nationally in the bilingual movement, yet past efforts, although commendable, will not be adequate to meet the bilingual needs of Illinois in the very near future. [2]

In the context of this need, the Illinois Board of Higher Education accepted an opportunity to organize,

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[1] Appendix A gives the text of Public Act 78-727.

[2] Appendix B presents a national perspective on bilingual education.

conduct, and summarize a small, invitational workshop-seminar of acknowledged Illinois and national experts on bilingual education. [3/] The participants chose not to spend time delineating the pressing and complex nature of the problem but to move into the difficult area of next steps -- action recommendations. As one participant stated: "The time for talk is over; the time for action is now."

Participants [4/] worked in four groups, focusing on issues and problems relating to teacher preparation at the undergraduate and graduate levels, preparing professionals, and certification. The following report contains the recommendations made by the participants. The participants believed that most essential elements of the problem are covered in the following 16 recommendations. In addition, remarks are made by Michael J. Bakalis, Superintendent of Public

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[3/] Support for the workshop-seminar was provided by a small grant from the United States Office of Education.

[4/] Appendix C is a list of the participants.

Instruction for the State of Illinois; Hernan LaFontaine, Executive Administrator, Office of Bilingual Education for the New York City Schools; and Antonio Salamanca, Consultant in Teacher Preparation, California State Commission of Teacher Preparation. 5/

The conference was attended by Dr. Diego Redondo, member of the Illinois Board of Higher Education, and his support of the endeavor is acknowledged. The role of Dr. Richard I. Miller, Associate Director for Academic Affairs, Board of Higher Education, in organizing the conference and developing this report is noted; and the assistance of Ms. Virginia Sitgraves, Staff Associate, Academic Affairs, is noted also.

November 15, 1974

5/ Appendix D is a paper prepared by Mr. Salamanca.

TEACHER PREPARATION PROGRAMS

The availability of teachers and teacher-aides for the Illinois bilingual education program will constitute a crucial element in the ability of the State of Illinois to meet the mandated requirements. An increase from 20 bilingual teachers in 1969 to 500 in 1974 indicates progress, although it is estimated that the Chicago area alone will need 400 additional teachers to satisfy the provisions set forth in Public Law 78-727. 6/

Field visits have shown that many teachers in bilingual programs are not qualified. It seems that bilingualism is primarily for those teachers who teach Spanish in the bilingual program, and many monolingual teachers are assigned there "because they have to teach only English". This problem can be alleviated through team teaching and other creative approaches.

At the time of this report there are two new teacher preparation programs in Illinois that focus on

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6/ Information on the Illinois scene in teacher preparation is based upon a recent report prepared by Dr. Isidro Lucas for the Office of the Governor.

elementary teachers of bilingual education, but higher education in general has given insufficient attention to the needs of Spanish speaking people. In the Fall of 1973, the State enrolled in two and four year colleges and universities a total of 498,969 students, of which 6,808 were Spanish speaking, or approximately 1.4 percent. 7/

Some colleges and universities are exploring the possibilities of creating programs for developing teachers for bilingual education, but others still view the bilingual area primarily as a career outlet for surplus language teachers. Programs and curricula often are changed more in label than in fact. The conferees believed that a vigorous effort is needed to increase the numbers of Spanish speaking pupils in institutions of higher education in general and to create programs that prepare bilingual teachers in particular.

7/ Illinois Board of Higher Education. Data Book on Illinois Higher Education, April 1974.

All recommendations were presented initially at the workshop-seminar, then they were sent to each participant for their further consideration and comments. The following three general administrative recommendations are applicable to both undergraduate and graduate programs:

I. Support for bilingual teacher education should be built within colleges or universities, the State Board of Education and state government in general, stressing broad benefits to the institution, state governments, and general population.

II. New options should be encouraged within existing degree programs where support for new degree programs is difficult to obtain. However, this recommendation should not be construed as saying that institutions can be content with minor or superficial modifications in existing programs.

III. Interinstitutional cooperative programs among public and private colleges and universities are

desirable because resources of individual institutions usually are not sufficient to "go it alone."

The following three recommendations are directed to colleges and universities that have bilingual programs in planning and implementation stages.

IV. Specific competencies needed for teaching in bilingual educational programs should be identified, and programs should be designed to achieve these competencies.

V. Bilingual graduate teacher education programs should be highly individualized, and courses should be based more on compentencies mastered than content covered.

VI. Course credit should be given for authenticated and relevant campus and/or off-campus educational experiences.

Undergraduate Programs

This general format is suggested for undergraduate bilingual teacher preparation programs, but the conferees stressed that other approaches may be needed

to meet various institutional circumstances and patterns. [8/] Multi-disciplinary approaches should be emphasized.

Bilingual Teacher Education Program

(Elementary)

General education---------- 30 hours

Spanish (or other target language)

A. Communication skills in Spanish

1. demonstrated proficiency as certified by Department of Languages

2. course work

3. combination of one and two

B. Dialectology

Area of specialization in bilingual studies ---------- 24 hours

Philosophical and historical perspectives on bilingual education

Multicultural foundations of education

Linguistic development of the bilingual child

8/ For another model, see Appendix E for the report on "Guidelines for the Preparation and Certification of Teachers of Bilingual-Bicultural Education," that is distributed by the Center for Applied Linguistics.

Comparative linguistics

Professional Preparation---------- 36 hours

Language teaching techniques

Teaching in related areas, such as reading

Children's literature

Teaching content areas, such as art, dramatics, mathematics, music, science and social studies.

Curriculum and instruction in bilingual elementary school programs

Testing and measurement of children in bilingual programs

Student teaching in bilingual programs

Electives---------- 30 hours

Total number of hours 120

Graduate Programs

Program participants may include bilingual teachers without background in the skills and competencies needed in bilingual education programs; bilingual teachers currently teaching in other curriculum areas; project directors and other administrative personnel;

and teachers with degrees in other curriculum areas. In the larger perspective, graduate programs in bilingual education should serve the need for leadership positions in bilingual education. And program flexibility is needed to accommodate the varied backgrounds and expertise of potential students.

The report by the Center for Applied Linguistics recommends that the graduate program cover these areas: language proficiency, linguistics, culture, instructional methods, curriculum utilization and adaption, assessment, and school-community relations. Other areas recommended are action-based research in bilingual education, and sociological perspective on matters such as the status of language minority groups and the American School as a social unit.

PREPARING THOSE WITH DEGREES FROM OUTSIDE THE CONTINENTAL UNITED STATES

The conferees put forth these recommendations:

VII. Every effort should be made to acquaint those holding degrees from outside the continental United States with available options.

Some of these options are:

a. Individuals can present their transcripts and credentials and professional experience data to a college for evaluation.

b. Individuals can go to the Chicago Board of Examiners for an evaluation of transcripts, credentials and professional experience data; and also they can apply directly to the Illinois Certification Board in Springfield for an evaluation of their transcripts, credentials, and professional experience.

c. Those with degrees such as Normalistas Superiores may find it more expeditious to earn state certification by completing a graduate rather than an undergraduate program.

d. If the transcript evaluation process awards an individual something less than a Bachelor of Arts degree but 30 or more credit hours, he or she may be eligible for a teacher aide certificate. Teacher aide positions can serve as an entry point into the education career ladder.

e. Those who have not earned 30 hours of college credit may be employed as teacher aides, and they can receive certification if they complete an educational program that is developed by their district. Downstate school districts can develop programs in conjunction with colleges which may or may not offer college credit to the teacher aides. In order to follow this educational route, school districts must have their proposals approved by the State Certification Board. The Bilingual Education Service

Center in conjunction with Governor's State University, currently is developing a prototype program.

VIII. A blue ribbon committee should study and make recommendations to the Board of Examiners and the Certification Board on the evaluation and certification of transcripts and experiences from other lands. This committee should include individuals who are preparing professionals who have degrees and certificates from another country.

IX. Institutions of higher education should develop programs to meet the needs of individuals who hold the Normalistas Superiores or similar degrees. The programs should include provisions for granting credit for authenticated and relevant campus and/or off-campus experiences.

X. Legislation should be enacted to allow greater flexibility in State certification requirements. For example, changes should be made in the

school code to counteract the current practice of requiring from the immigration department a declaration of intent form as the only acceptable means of citizenship intentions.

XI. All available sources of funding should be explored, and teachers in bilingual programs should be offered financial aid including assistance with tuition costs.

XII. State and Federal funds should provide incentive monies to encourage colleges and universities in developing and implementing quality teacher education programs for bilingual education.

XIII. Colleges and universities should assist schools in developing new patterns of teacher recruitment that identify potential bilingual teachers from among those who are born in the United States as well as among the foreign born.

CERTIFICATION

Participants in the Workshop-Seminar made these recommendations in considering requirements for teacher certification for bilingual teaching:

XIV. Titles of bilingual certificates and/or endorsements should include the certificate name and the languages that the applicant is qualified to teach. This identification will entitle the holder to opportunities associated with the basic license and the opportunity of working in a bilingual classroom at the grade level and with the subjects indicated by the basic certificate.

XV. Attainment of bilingual requirements necessary for certification and/or endorsement should be possible within the framework of established undergraduate programs. However, the cognitive orientation of culturally and linguistically different learners as well as particular aspects of the teaching-learning process that are associated with bilingual

education need to be taken into account.

XVI. Certification and/or endorsement for teaching in bilingual classrooms should include these competencies: LANGUAGE: English, target language, oral/aural, reading comprehension, writing, general linguistics. CULTURAL: target population's culture as well as that of the United States. METHODS: social/psychological foundations with focus on the bilingual child, bilingual curriculum development, bilingual teaching strategies, teaching of reading with focus on the bilingual student. FIELD EXPERIENCE: including student teaching; target population community leaders, agencies, community groups and organizations.

Those directly involved in the certification process need to maintain procedures for receiving input from state department officials as well as those at the school level who teach in bilingual programs.

In conclusion: The workshop-seminar marked an important beginning of a statewide dialogue on problems and concerns related to bilingual education, and the participants moved into the difficult arena of next steps. Further efforts are needed to go beyond what was possible in two intensive days, and the work of this group should be helpful to these subsequent efforts. Already there are evidences of positive steps that have been taken as a result of the workshop-Seminar.

The State of Illinois is moving ahead to meet the mandate of Public Act 78-727, and there are substantial evidences of an attitude of cooperation and good will in meeting this challenge and opportunity. The conferees personified this spirit, and their efforts can serve as a bellwether of things to come for bilingual education in the State of Illinois.

APPENDIX A

PUBLIC ACT 78-727

AN ACT to add Section 2-3.39 and Article 14C to "The School Code", approved March 18, 1961, as amended, and to amend Sections 10-22.38a and 34-18.2 thereof.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Section 2-3.39 and Article 14C are added to "The School Code", approved March 18, 1961, as amended, and Sections 10-22.38a and 34-18.2 thereof are amended, the amended Sections, the added Section and Article to read as follows:

(Ch. 122, new par. 2-3.39)

Sec. 2-3.39. Department of Transitional Bilingual Education. To establish a Department of Transitional Bilingual Education to be operative within 3 months after the effective date of this amendatory Act of 1973. In selecting staff for the Department of Transitional Bilingual Education the Superintendent shall give preference to persons who are natives of foreign countries where languages to be used in transitional bilingual education programs are the predominant languages. The Department of Transitional Bilingual Education has the power and duty to:

(1) Administer and enforce the provisions of Article 14C of this Code including the power to promulgate any necessary rules and regulations.

(2) Study, review, and evaluate all available resources and programs that, in whole or in part, are or could be directed towards meeting the language capability needs of children and adults of limited English-speaking ability residing in the State.

(3) Gather information about the theory and practice of bilingual education in this State and elsewhere, and encourage experimentation and innovation in the field of bilingual education.

(4) Provide for the maximum practical involvement of parents of bilingual children, transitional bilingual education teachers, representatives of community groups, educators, and layman knowledgeable in the field of bilingual education in the formulation of policy and procedures relating to the administration of Article 14C of this Code.

(5) Consult with other public departments and agencies, including but not limited to the Department of Community Affairs, the Department of Public Welfare, the Division of Employment Security, the Commission Against Discrimination, and the United States Department of Health, Education, and Welfare in connection with the administration of Article 14C of this Code.

(6) Make recommendations in the areas of preservice and in-service training for transitional bilingual education teachers, curriculum development, testing and testing mechanisms, and the development of materials for transitional bilingual education programs.

(7) Undertake any further activities which may assist in the full implementation of Article 14C of this Code and to make an annual report to the General Assembly to include an evaluation of the program, the need for continuing such a program, and recommendations for improvement.

ARTICLE 14C. TRANSITIONAL BILINGUAL EDUCATION

(Ch. 122, new par. 14C-1)

Sec. 14C-1. The General Assembly finds that there are large numbers of children in this State who come from environments where the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of children whose native tongue is another language. The General Assembly believes that a program of transitional bilingual education can meet the needs of these children and facilitate their integration into the regular public school curriculum. Therefore, pursuant to the policy of this State to insure equal educational opportunity to every child, and in recognition of the educational needs of

children of limited English-speaking ability, and in recognition of the success of the limited existing bilingual programs conducted pursuant to Sections 10-22.38a and 34-18.2 of The School Code, it is the purpose of this Act to provide for the establishment of transitional bilingual education programs in the public schools, and to provide supplemental financial assistance to help local school districts meet the extra costs of such programs.

(Ch. 122, new par. 14C-2)

Sec. 14C-2. Definitions. Unless the context indicates otherwise, the terms used in this Article have the following meanings:

(a) "Superintendent's Office" means the Office of the Superintendent of Public Instruction:

(b) "Certification Board" means the State Teacher Certification Board:

(c) "School District" means any school district established under this Code:

(d) "Children of limited English-speaking ability" means (1) children who were not born in the United States whose native tongue is a language other than English and who are incapable of performing ordinary classwork in English; and (2) children who were born in the United States of parents possessing no or limited

English-speaking ability and who are incapable of performing ordinary classwork in English:

(e) "Teacher of transitional bilingual education" means a teacher with a speaking and reading ability in a language other than English in which transitional bilingual education is offered and with communicative skills in English:

(f) "Program in transitional bilingual education" means a full-time program of instruction (1) in all those courses or subjects which a child is required by law to receive and which are required by the child's school district which shall be given in the native language of the children of limited English-speaking ability who are enrolled in the program and also in English, (2) in the reading and writing of the native language of the children of limited English-speaking ability who are enrolled in the program and in the oral comprehension, speaking, reading and writing of English, and (3) in the history and culture of the country, territory or geographic area which is the native land of the parents of children of limited English-speaking ability who are enrolled in the program and in the history and culture of the United States; or a part-time program of instruction based on the educational needs of those children of limited English speaking ability who do not need a full-time program of instruction.

Ch. 112, new par. 14C-2.1)

Sec. 14C-2.1. School boards of any school districts that maintain a recognized school, whether operating under the general law or under a special charter, may until July 1, 1976, depending on available state aid, and shall thereafter, subject to any limitations hereinafter specified, establish and maintain such transitional bilingual programs as may be needed for children of limited English-speaking ability as authorized by this Article.

(Ch. 122, new par. 14C-3)

Sec. 14C-3. Language classification of children; establishment of programs; period of participation; examination. Each school district shall ascertain, not later than the first day of March, under regulations prescribed by the Superintendent's office, the number of children of limited English-speaking ability within the school district, and shall classify them according to the language of which they possess a primary speaking ability, and their grade level, age or achievement level.

When, at the beginning of any school year, there is within an attendance center of a school district not including children who are enrolled in existing private school systems, 20 or more children of limited English-speaking ability in any such language classification, the school district shall establish, for each classification, a program in transitional bilingual education for

the children therein; provided, however, that a school district may establish a program in transitional bilingual education with respect to any classification with less than 20 children therein.

Every school-age child of limited English-speaking ability not enrolled in existing private school systems shall be enrolled and participate in the program in transitional bilingual education established for the classification to which he belongs by the school district in which he resides for a period of 3 years or until such time as he achieves a level of English language skills which will enable him to perform successfully in classes in which instruction is given only in English, whichever shall first occur.

A child of limited English-speaking ability enrolled in a program in transitional bilingual education may, in the discretion of the school district and subject to the approval of the child's parent or legal guardian, continue in that program for a period longer than 3 years.

An examination in the oral comprehension, speaking, reading and writing of English, as prescribed by the Superintendent's Office, shall be administered annually to all children of limited English-speaking ability enrolled and participating in a program in transitional bilingual education. No school district shall transfer a child of limited English-speaking ability out of a program in transitional bilingual education prior to his

third year of enrollment therein unless the parents of the child approve the transfer in writing, and unless the child has received a score on said examination which, in the determination of the Superintendent's Office, reflects a level of English language skills appropriate to his or her grade level.

If later evidence suggests that a child so transferred is still handicapped by an inadequate command of English, he may be re-enrolled in the program for a length of time equal to that which remained at the time he was transferred.

(Ch. 122, new par. 14C-4)

Sec. 14C-4. Notice of enrollment; content; rights of parents. No later than 10 days after the enrollment of any child in a program in transitional bilingual education the school district in which the child resides shall notify by mail the parents or legal guardian of the child of the fact that their child has been enrolled in a program in transitional bilingual education. The notice shall contain a simple, nontechnical description of the purposes, method and content of the program in which the child is enrolled and shall inform the parents that they have the right to visit transitional bilingual education classes in which their child is enrolled and to come to the school for a conference to explain the nature of transitional bilingual education. Said notice shall further inform the parents that they

have the absolute right, if they so wish, to withdraw their child from a program in transitional bilingual education in the manner as hereinafter provided.

The notice shall be in writing in English and in the language of which the child of the parents so notified possesses a primary speaking ability.

Any parent whose child has been enrolled in a program in transitional bilingual education shall have the absolute right, either at the time of the original notification of enrollment or at the close of any semester thereafter, to withdraw his child from said program by providing written notice of such desire to the school authorities of the school in which his child is enrolled or to the school district in which his child resides; provided that no withdrawal shall be permitted unless such parent is informed in a conference with school district officials of the nature of the program.

(Ch. 122, new par. 14C-5)

Sec. 14C-5. Nonresident children; enrollment and tuition; joint programs. A school district may allow a nonresident child of limited English-speaking ability to enroll in or attend its program in transitional bilingual education and the tuition for such a child shall be paid by the district in which he resides:

Any school district may join with any other school district or districts to provide the programs in transitional bilingual

education required or permitted by this Article.

(Ch. 122, new par. 14C-6)

Sec. 14C-6. Placement of children. Children enrolled in a program of transitional bilingual education whenever possible shall be placed in classes with children of approximately the same age and level of educational attainment. If children of different age groups or educational levels are combined, the school district so combining shall ensure that the instruction given each child is appropriate to his or her level of educational attainment and the school districts shall keep adequate records of the educational level and progress of each child enrolled in a program. The maximum student-teacher ratio shall be set by the Superintendent's Office and shall reflect the special educational needs of children enrolled in programs in transitional bilingual education. Programs in transitional bilingual education shall, whenever feasible, be located in the regular public schools of the district rather than separate facilities.

Sec. 14C-7. Participation in extracurricular activities of public schools. Instruction in courses of subjects included in a program of transitional bilingual education which are not mandatory may be given in a language other than English. In those courses or subjects in which verbalization is not essential to an understanding of the subject matter, including but not necessarily limited to art, music and physical education, children of limited

English-speaking ability shall participate fully with their English-speaking contemporaries in the regular public school classes provided for said subjects. Each school district shall ensure to children enrolled in a program in transitional bilingual education practical and meaningful opportunity to participate fully in the extracurricular activities of the regular public schools in the district.

(Ch. 127, new par. 14C-8)

Sec. 14C-8. Teacher certification; qualifications; issuance of certificates. No person shall be eligible for employment by a school district as a teacher of transitional bilingual education unless he meets the requirements set forth in this section. School districts shall give preference in employing transitional bilingual education teachers to those individuals who have the relevant foreign cultural background established through residency abroad or by being raised in a non-English speaking enrivonment. The Certification Board shall issue certificates valid for teaching transitional bilingual education to any person who presents it with satisfactory evidence that he (a) possesses an adequate speaking and reading ability in a language other than English in which transitional bilingual education is offered and communicative skills in English, and (b) possesses a current and valid teaching certificate issued pursuant to Article 21 of this Code

or (c) possessed within one year previous to his applying for a certificate under this Section a valid teaching certificate issued by a foreign country, or other evidence of teacher preparation as may be determined to be sufficient by the Certification Board; provided that any person seeking a certificate under subsection (c) of this Section must meet the following additional requirements:

(1) Such person must be in good health;

(2) Such person must be of sound moral character;

(3) Such person must be legally present in the United States and possess legal authorization for employment:

(4) Such person must not be employed to replace any presently employed teacher who otherwise would not be replaced for any reason.

Certificates issuable pursuant to subsection (c) of this Section shall be issuable only during the 2 years immediately following the effective date of this Act, and shall be valid for a period of 6 years following their date of issuance. Such certificates and the persons to whom they are issued shall be exempt from the provisions of Article 21 of this Code except for Sections 21-12, 21-13, 21-16, 21-17, 21-19, 21-21, 21-22, 21-23 and 21-24.

(Ch. 122, new par. 14C-9)

Sec. 14C-9. Tenure; minimum salaries. Any person employed as a teacher of transitional bilingual education whose teaching certificate was issued pursuant to subsection (c) of Section 14C-8 of this Article shall have such employment credited to him for the purposes of determining under the provisions of this Code eligibility to enter upon contractual continued service; provided that such employment immediately precedes and is consecutive with the year in which such person becomes certified under Article 21 of this Code.

For the purposes of determining the minimum salaries payable to persons certified under subsection (c) of Section 14C-8 of this Article, such persons shall be deemed to have been trained at a recognized institution of higher learning.

(Ch. 122, new par. 14C-10)

Sec. 14C-10. Parent and community participation. School districts shall provide for the maximum practical involvement of parents of children in transitional bilingual education programs. Each school district shall, accordingly, establish a parent advisory committee which affords parents the opportunity effectively to express their views and which ensures that such programs are planned, operated, and evaluated with the involvement of, and in

consultation with parents of children served by the programs. Such committees shall be composed of parents of children enrolled in transitional bilingual education programs, transitional bilingual education teachers, counselors, and representatives from community groups; provided, however, that a majority of each committee shall be parents of children enrolled in the transitional bilingual education program.

(Ch. 122, new par. 14C-11)

Sec. 14C-11. Preschool or summer school programs. A school district may establish on a full or part-time basis preschool or summer school programs in transitional bilingual education for children of limited English-speaking ability or join with the other school districts in establishing such preschool or summer programs. Preschool or summer programs in transitional bilingual education shall not substitute for programs in transitional bilingual education required to be provided during the regular school year.

(Ch. 122, new par. 14C-12)

Sec. 14C-12. Account of expenditures; cost report; reimbursement. Each school district shall keep an accurate, detailed and separate account of all monies paid out by it for the programs in transitional bilingual education required or permitted by this Article including transportation costs, and shall annually report thereon for the school year ending June 30

indicating the average per pupil expenditure. Each school district shall be reimbursed for the amount by which such costs exceed the average per pupil expenditure by such school district for the education of children of comparable age who are not in any special education program.

Applications for preapproval for reimbursement for costs of transitional bilingual education programs must be first submitted through the office of the county superintendent of schools to the Superintendent's Office at least 60 days before a transitional bilingual education program is started, unless a justifiable exception is granted by the Superintendent of Public Instruction. Applications shall set forth a plan for transitional bilingual education established and maintained in accordance with this article. Reimbursement claims for transitional bilingual education programs shall be made as follows:

Each school district shall file its claim computed in accordance with rules prescribed by the Superintendent's Office with the county superintendent of schools, in triplicate, on or before August 1, for approval on forms prescribed by the Superintendent's Office. Data used as a basis of reimbursement claims shall be for the school year ended on June 30 preceding. The county superintendent of schools shall check and upon approval provide the Superintendent's Office with the original and

one copy of the claims on or before August 15. The Su[illegible]in-tendent's Office before approving any such claims shall determine their accuracy and whether they are based upon services and facilities provided under approved programs. Upon approval he shall transmit by September 20 the State report of claims to the Comptroller and prepare the vouchers showing the amounts due the respective counties for their school district's reimbursement claims. If the Superintendent's Office finds that he will be unable to make a final determination of the accuracy of such claims by September 20 he shall direct the Comptroller to pay 3/4 of the amount of such claims by September 30, and the remainder shall be paid before December 1. In this event, the amount of the final payment shall be adjusted to reflect any partial disapproval of a claim by the Superintendent's Office. If the Comptroller pays 3/4 of the amount of any such claim, as aforesaid, and such amount exceeds the amount of the claim which the said school district is legally entitled to receive, then the Superintendent's Office shall notify the school district to return to the State Treasurer, by December 1, the excess amount. If the money appropriated by the General Assembly for such purpose for any year is insufficient, it shall be apportioned on the basis of the claims approved.

Failure on the part of the school district to prepare and certify the report of claims due under this Section on or before August 1 of any year, and its failure thereafter to prepare and certify such report to the county superintendent of schools within 10 days after receipt of notice of such delinquency sent to it by the Superintendent's Office by registered mail, shall constitute a forfeiture by the school district of its right to be reimbursed by the State under this Section.

(Ch. 122, par. 10-22.38a)

Sec. 10-22.38a. Bilingual programs. To provide programs in a language other than English for those children whose first language is other than English, subject to the approval of the Superintendent of Public Instruction pursuant to Article 14C of The School Code. Upon approval of the program the School Board shall be entitled to payment from the State of Illinois for the services and materials required.

(Ch. 122, par. 34-18.2)

Sec. 34-18.2. Bilingual programs. The Board of Education may provide programs in a language other than English for those children whose first language is other than English. Such programs are subject to the approval of the Superintendent of Public Instruction pursuant to Article 14C of The School Code. Upon approval of the program the Board shall be entitled to payment from the State of Illinois for the services and materials required.

APPENDIX B

AN OVERVIEW OF BILINGUAL EDUCATION TODAY [9]

Number of bilingual programs:

To what extent, then, have bilingual programs been replicated nationally? At present the exact figures are not available because the data are scattered among an assortment of funding agencies. However, in an effort to remedy this situation the Center for Applied Linguistics has recently undertaken the preparation of a directory listing national bilingual programs.[10] Although data are still being gathered, Brisk estimates that approximately 450 to 500 bilingual programs are presently operating in the United States. Of these, 216 are supported by Title VII federal funds; between 200 and 250 are financed by state and local funds, special grants, and private endowments.

Geographic location:

The geographical distribution of bilingual programs includes 30 states, Guam, Puerto Rico, the Virgin Islands, and Saipan. The greatest concentration of programs is found in the

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9/ This material is contained in materials entitled, "Bilingual Education: The National Perspective," and written by Ms. Maria Medina Swanson, Director of the Illinois Bilingual Education Service Center. The material is used through the courtesy of The American Council on Teaching of Foreign Languages; Gilbert A. Jarvis who edited Volume V of the ACTFL Review entitled, Responding to New Realities; and Ms. Maria Medina Swanson.

continental United States-the Southwest, the Northeast, and the Midwest. California and Texas have the largest numbers of Title VII programs, with 62 and 41 respectively. However, the number of programs in Massachusetts and Illinois is even greater due to the allocation of state funds for bilingual education. There are approximately 124 programs in Massachusetts [11] and 100 in Illinois-of which 95 operate under state funds. Other states with significant numbers of bilingual programs are New York, with 25 Title VII programs and 22 sponsored by the New York City Board of Education [12]; New Mexico, with 12 Title VII programs and, according to Brisk, a considerable number of locally sponsored projects; and finally, Arizona, with nine, and Colorado, with seven federally funded bilingual programs.

TABLE 1

Distribution of Title VII Bilingual Programs 1972-1973

Alaska 1	Maine 3	Oregon 1
Arizona 9	Mariana Islands 1	Pennsylvania 2
California 62	Massachusetts 7	Puerto Rico 1
Colorado 7	Michigan 4	Rhode Island 2
Connecticut 3	Montana 3	South Dakota 1
Florida 3	New Hampshire 1	Texas 41
Guam 1	New Jersey 4	Utah 1

Idaho 1	New Mexico 12	Vermont 1
Illinois 4	New York 26	Virgin Islands 1
Indiana 2	Ohio 1	Washington 2
Louisiana 4	Oklahoma 3	Wisconsinl

Source: Guide to Title VII ESEA Bilingual-Bicultural Projects in the United States: 1972-1973 [13].

Linguistic distribution:

The languages involved in the Title VII programs are Spanish, French, Chinese, Portuguese, Japanese, Russian, Italian, Chamorro, and 13 Indian languages-Navajo, Yuk, Pomo, Ute, Passamaquoddy, Crow, Northern Cheyenne, Cree, Zuni, Keresan, Choctaw, and Cherokee [14] [15]. In addition, the state of Massachusetts (Mazzone) funds programs in Greek, Armenian, and Lithuanian, and Illinois recently initiated a program in Macedonian and a pilot program involving 14 different languages in one elementary school.

Puerto Rico: a special case:

Although in most programs English is the other language (the second or foreign language), in Puerto Rico [16] the situation is reversed. Children of Puerto Rican parents returning to the island after living for prolonged periods in the United States often do not know sufficient Spanish to understand

school subjects in that language. Hence, in the Puerto Rican bilingual program English is used as the language of instruction, while Spanish is taught as a second lanaguage.

Spanish programs are by far the most numerous, leading all the other languages combined by a ratio of more than 10 to 1. The Indian languages, headed by Navajo, with 10 projects of its own, form the second largest block. French, originally represented by five programs located in Louisiana, Maine, and New Hampshire is expanding due to the establishment of programs in Haitian French in New York, Massachusetts, and Illinois. Portuguese and Chinese also have multiple projects. The remaining languages are sparsely distributed.

A fraction of the need:

To what extent are bilingual programs meeting needs? In view of the multiplicity of obstacles that have had to be overcome, the number of programs and the variety of language groups served is noteworthy. However, even the most optimistic among the proponents of bilingual education will readily admit that this effort is meeting but a fraction of the need, that although progress has been made, it has been painfully slow. The discrepancy that exists between the number of children from non-English-speaking backgrounds in our schools, children who lack much more than the linguistic tools to succeed in the middle-class

Anglo-oriented curriculum, and the number of ethnic-minority children actually participating in bilingual programs is undoubtedly one of the toughest realities that has to be faced. The magnitude of the need is exemplified in Tables 2 and 3.

TABLE 2

Approximate Number of School-Aged Children in the United States Needing Bilingual Education

Ethnic/Language Group	Approximate Number
Mexican-American	3,100,000
Puerto Rican	800,000
Other Spanish Speaking	380,000
French Speaking	350,000
American Indian (including Eskimo)	180,000
Portuguese	60,000
Chinese	40,000
Japanese	20,000
Russian	8,000
Chamorro	7,500
Other	10,000
Major States	**Approximate Number**
California	800,000
Texas	650,000

New York	350,000
New Mexico	100,000
Illinois	70,000
Colorado	60,000
Arizona	50,000
Total in the United States	5,000,000

Source: Pena

TABLE 3

Approximate Number of School-Aged Children in the United States Enrolled in Title VII Bilingual Programs

Ethnic/Language Group	Approximate Number
Mexican-American	70,913
Puerto Rican	14,179
Other Spanish Speaking	6,046
French Speaking	2,095
American Indian (including Eskimo)	2,810
Portuguese	567
Chinese	636
Chamorro	240
Multilingual	2,897

Major States	Approximate Number
California	27,184
Texas	34,991
New York	10,238
New Mexico	5,449
Illlnois	1,372
Colorado	2,212
Arizona	3,017
Total in the United States	100,391

Source: Compiled from information listed in Guide to Title VII ESEA Bilingual-Bicultural Projects in the United States.

Need to inform public:

Yet, as discouraging as these comparisions may be, they provide the motivating force for those committed to the goals of bilingual education-the involved teacher, the concerned administrator, the determined parent, or the dedicated politician-to continue their campaign to inform the public of the educational needs of non-English-speaking children. Their efforts are essential to the future of bilingual education. as Andersson [17] remarks, the greatest task is to convince communities that the maintenance of non-English languages is desirable and that a non-English-speaking child can become literate in English best by first becoming literate in his native language.

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APPENDIX C

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APPENDIX D

A SUGGESTED STANDARD OF

BILINGUAL/CROSS-CULTURAL TEACHER PREPARATION [18]

Bilingual Teacher Preparation

A question that is being heard more and more these days is, what is a bilingual teacher? An obvious answer is, it is a credentialed teacher that is bilingual. But the question that goes unanswered is, if we have bilingual teachers and need even more, what is bilingual teacher preparation? This latter question is almost impossible to answer. The principal reason is there is no "standard" by which to identify much less establish a professional preparation program designed to prepare a credentialed bilingual teacher. Since a "standard" does not exist, it is any program anyone chooses to call a bilingual program. In fact, it is one because it meets that particular individual's definition of what bilingual preparation is.

A handful of states are now attempting to establish "standards". Among these are Illinois, New Jersey, New Mexico, Texas, and others. If they are to have any success and impact, their "standards" need to be developed, adopted and promulgated by the appropriate state regulatory agency having jurisdiction over licensure and certification.

A Suggested Standard

A bilingual/cross-cultural teacher preparation program shall contain three major sections: 1.0 Institutional Requirements, 2.0 Professional Competence Requirements, and 3.0 Field Work Requirements. Specific requirements are outlined and needed to be met even before an institution can be approved for this credential program. The Professional Competence requirements assure a breath of knowledge and preparation covering three areas, target culture, pedagogy and target language. Last but not least is a required field experience where the credential candidate is evaluated in a real life situation demonstrating his/her bilingual/cross-cultural skills.

An approved program shall meet the following:

18/ Prepared by Anthony J. Salamanca, Consultant, Teacher Preparation, Commission for Teacher Preparation and Licensing, State of California, Sacramento, California, September, 1974.

GUIDELINE 1.0 INSTITUTIONAL REQUIREMENTS

The quality of a program for the preparation of Bilingual/Cross-Cultural teachers is dependent upon total institution commitment to and involvement in developing and coordinating that program. Diversity of program can be achieved by a concerted effort on the part of institutions of higher education to work closely with the target population, community based groups, and professional organizations in the program development, evaluation of educational needs, and program standards.

1.1.0 THE INSTITUTION SHALL ENSURE COOPERATION AND COORDINATION OF ALL THOSE WHO ARE PARTICIPANTS IN THE PREPARATION OF CANDIDATES.

The following factors shall be included in a professional preparation program submitted for approval:

1.1.1 Evidence of broad institutional involvement in and a commitment to program development.

Within the teacher education institution: The bilingual preparation program should be an institutional program designed, implemented and supported by appropriate all-campus committees, division heads, academic offices, and the institutional administration. The program should be viewed, developed, and implemented as a total campus enterprise.

1.1.2 Cooperating target population communities, school districts, teachers, and credential candidates, carefully selected, involved in, and committed to on-going program development.

Between the institution, school system, and community: The involvement of school district personnel, credential candidates, and the target population community in program development, implementation, and evaluation on an on-going basis should be reflected in the program activities as stated. Evidence should be provided to show that contributions from all groups were included in developing the program.

1.2.0 THE INSTITUTION SHALL PROVIDE THE HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE BILINGUAL/CROSS-CULTURAL EDUCATION PROGRAM.

1.2.1 Assessment and assignment of appropriate institutionsl resources to varicus aspects of the preparation program.

Qualified Staff: The effectiveness of any program ultimately depends upon the availability and proper use of appropriate resources. There should be a full-time faculty person coordinating this program who is bilingual/cross-cultural. The staff responsible for the implementation of different program elements (courses, fieldwork, supervision, etc.) should be bilingual/cross-cultural and have a specialization (background) in the area they implement.

1.3.0 THE INSTITUTION SHALL PROVIDE FOR THE COOPERATION AND COORDINATION OF ALL WHO ARE PARTICIPANTS IN THE PREPARATION OF CANDIDATES.

1.3.1 Careful screening in the selection of master teachers and candidate's field work supervisors.

Master Teacher Selection: The institution shall establish valid criteria for selecting master teachers and college supervisors who guide the training experiences of the candidate. Master teacher and field work supervisors who work with credential candidates are key persons in their training. They shall be Bilingual/Cross-Cultural and be models for the behavior of the candidates during and after the Bilingual/Cross-Cultural classroom instruction.

GUIDELINE 2.0 PROFESSIONAL COMPETENCE REQUIREMENTS

The following implementation statements are guidelines to assist education institutions in developing approved programs for the preparation of the Bilingual/Cross-Cultural teacher. Diversity in approved programs is desirable and to be encouraged. Each institution shall develop and clearly indicate the competencies and mastery level required in its approved program.

2.1.0 THE INSTITUTION SHALL PROVIDE FOR A CORE PROFESSIONAL PREPARATION PROGRAM WHICH WILL DEVELOP UNDERSTANDING AND DEMONSTRABLE COMPETENCIES IN CANDIDATES. EACH PROGRAM SHALL HAVE CLEARLY STATED GOALS AND OBJECTIVES WITH SPECIFICATION OF PERFORMANCE CRITERIA, LEVELS OF PERFORMANCE ACCEPTED AND STATE THE MEANS BY WHICH TO ACHIEVE THEM.

> Institutions may provide for the candiate to extend his competencies well beyond any stated minimums by individualizing and personalizing programs. The scope and full range of objectives selected should reflect the unique philosophy and professional orientation of each institution and should be based on identified needs.

The following factors shall be included in a professional preparation program submitted for approval:

2.1.1 Provision for the development of competencies and knowledge of culture, including but not limited to:

- Contemporary life style of the target population (their current life style in the United States).
- Target population's mother culture(s).

> Writing requirements apply only where there is a written language for the target population.

2.1.2 Provision for the development of competencies and knowledge of bilingual and/or cross-cultural teaching techniques, including but not limited to:

·Bilingual teaching strategies

·Team teaching with the paraprofessional

·Performance based teaching

·English as a Second (E.S.L.) Language Technique

·Mastery of subject matter teaching authorization in the target language

·Target population language as a second language technique

·Bilingual and/or Cross-Cultural teaching materials development techniques

·Teaching the bilingual and/or bicultural child

·The teaching of reading in the target language

2.1.3 Provision for the development of competencies and knowledge of the target language, including but not limited to:

- Communication Level

  ·Oral comprehension

  ·Aural comprehension

  ·Reading

  ·Writing

- Component Level

  ·Speaking

  ·Writing

- Linguistics

  ·Current

  ·Historical

GUIDELINE 3.0 FIELD WORK REQUIREMENTS

3.1.0 THE INSTITUTION SHALL PROVIDE THE CANDIDATE FIELD WORK EXPERIENCE INCLUDING STUDENT TEACHING WHICH ARE TO RECEIVE THE MAJOR EMPHASIS IN THE PROFESSIONAL PREPARATION PROGRAM, AND SHALL PROVIDE FOR INTENSIVE, THOROUGH, REALISTIC EXPERIENCE WITH CONTINUOUS AND VARIED RESPONSIBILITIES IN THE SCHOOL WITH THE EMPHASIS ON BILINGUAL/ CROSS-CULTURAL CLASSROOM INSTRUCTION AND IN THE TARGET POPULATION'S COMMUNITY.

Required Field Work Experience: The professional preparation program shall involve field work experiences, including bilingual classroom teaching, which has as its primary focus the development of competencies that enable the candidate to conduct classroom instruction in a bilingual and cross-cultural mode.

The following factors shall be included in a professional preparation program submitted for approval:

3.1.1 A broad range of experiences in the target population's community and schools shall provide contact with students at school, in their community, teachers, field supervisors, school administrators, and community personnel in a variety of settings.

Perhaps some of the terminology should be defined:

Bilingual - The ability to function in both the dominant language (English) and one other language with facility in oral, aural comprehension, plus reading and writing ability.

Cross-Cultural - Extending over one or more groups or classes different from one's own environment.

Competence - The attainment of required ability or qualities at a pre-determined level of acceptability.

Field Experience - Those experiences and activities which place the teacher-candidate in direct contact with public school and community environments and persons.

There is no restriction to this program of only credential candidates that are bilingual and/or bicultural. If the program developed and approved is of high quality, then it will develop bilinguality and cross-cultural knowledge and competence. If a credential candidate happens to be partially or fully competent in one or more of the major areas covered by the program he/she may challenge that course(s) (module(s)). Upon the satisfactory (acceptable) demonstration of the major areas of competence and the performance of these competencies at the acceptable levels, as stated in the professional competence requirements of the approved program, a candidate may be waived from the required program elements without reliance on completion of a specific minimum number of units or courses (module(s)).

Any inquiries pursuant to this Position Paper would be greatly received. This is the model that has been developed over the last two years and I am sure additions or modifications could be made. Inquiries may be sent to me, Anthony J. Salamanca, Consultant, Teacher Preparation, Commission for Teacher Preparation and Licensing, 1020 "O" Street, Sacramento, California 95814.

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APPENDIX E

GUIDELINES FOR THE PREPARATION AND CERTIFICATION OF TEACHERS OF BILINGUAL-BICULTURAL EDUCATION IN THE UNITED STATES OF AMERICA [19/]

This statement, designed primarily to apply to teachers of bilingual-bicultural education in the United States of America, is intended to assist teacher certification agencies and educational institutions in the establishment of certification standards for bilingual-bicultural education teachers, and in the design and evaluation of bilingual-bicultural teacher education programs. The statement (1) describes the personal qualities and minimum professional competencies necessary for the successful teacher and (2) sets forth the guidelines considered essential in designing teacher training programs in bilingual-bicultural education.

Introduction

Bilingual-bicultural education has become one of the most significant and widespread movements in American education in the twentieth century. Not since the Renaissance has there been such a general acceptance of the idea that the goals of education might best be served by offering instruction in the native language of the learner. The passage of the Bilingual Education Act in 1968 helped bring about a major change in our educational philosophy, from a rejection or disparagement of other languages to a respect for their validity and their value as mediums for learning. The cultures of their speakers have come to be recognized as forming a valuable part of our national heritage, and as occupying an important place in our pluralistic society.

Today, state after state is adopting legislation supporting or mandating bilingual-bicultural education. Recent court decisions, including one by the Supreme Court, are giving added impetus to

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this movement. In order to meet the urgent need for competent teachers trained to teach in bilingual-bicultural programs, colleges and universities are rapidly instituting teacher training programs, and state departments of education are moving to prepare or approve credentials in this field. These developments have created a need for a set of guidelines which could help bring about comparability in training programs, and provide a basis for certification requirements which would assure high standards of quality for teachers in this field. The following guidelines represent an attempt to meet this need.

Because of the great variation in educational institutions which might undertake to prepare teachers for bilingual-bicultural education programs, these guidelines do not attempt to work out a set curriculum or to recommend a specific series of course titles. It is not only useful but urgent, however, to formulate the principles upon which such a program of teacher preparation should rest.

Accordingly, the guidelines emphasize personal qualities, attitudes, skills, experience, and knowledge rather than courses and credit hours. The manner of the formulation owes much to the documents from different states that were consulted and it represents the consensus of a number of leaders in the field, drawn from all levels of instruction and supervision, and representing a broad range of experience and points of view. The development of the guidelines was made possible through a grant from the U.S. Office of Education (Title V, EPDA).

Although these guidelines are intended to be applicable primarily to teachers at the pre-service level, they will also apply to teachers at the in-service level. One cardinal principle must be rigidly observed throughout, namely, that the teacher of bilingual-bicultural education should have the same quality academic preparation as teachers of other subjects at comparable levels.

Personal Qualities

The teacher of bilingual-bicultural education should have the following qualifications:

1. -A thorough knowledge of the philosophy and theory concerning bilingual-bicultural education and its application.

2. -A genuine and sincere interest in the education of children regardless of their linguistic and cultural background, and personal qualities which contribute to success as a classroom teacher.
3. -A thorough knowledge of and proficiency in the child's home language and the ability to teach content through it; an understanding of the nature of the language the child brings with him and the ability to utilize it as a positive tool in his teaching.
4. -Cultural awareness and sensitivity and a thorough knowledge of the cultures reflected in the two languages involved.
5. -The proper professional and academic preparation obtained from a well-designed teacher training program in bilingual-bicultural education.

The guidelines which follow are designed to meet these necessary qualifications and describe the various academic areas considered essential in teacher training programs in bilingual-bicultural education.

I. Language Proficiency

The teacher should demonstrate the ability to:

1. Communicate effectively, both in speaking and understanding, in the languages and within the cultures of both the home and school. The ability will include adequate control of pronunciation, grammar, vocabulary, and regional, stylistic, and nonverbal variants appropriate to the communication context.
2. Carry out instruction in all areas of the curriculum using a standard variety of both languages.

II. Linguistics

The teacher should demonstrate the ability to:

1. Recognize and accept the language variety of the home and a standard variety as valid systems of communication, each with its own legitimate functions.
2. Understand basic concepts regarding the nature of language.
3. Understand the nature of bilingualism and the process of becoming bilingual.

4. Understand basic concepts regarding the natural effects of contacts between languages and the implications of this information for the instructional program.
5. Identify and understand regional, social, and developmental varieties in the child's language(s) at the phonological, grammatical, and lexical levels.
6. Identify and understand structural differences between the child's first and second languages, recognizing areas of potential interference and positive transfer.
7. Develop curricular activities to deal with areas of interference.
8. Understand theories of first and second lanaguage learning, differences between child and adult language learning, and their implications for the classroom.

III. Culture

The teacher should demonstrate the ability to:

1. Respond positively to the diversity of behavior involved in cross-cultural environments.
2. Develop awareness in the learner of the value of cultural diversity.
3. Prepare and assist children to interact successfully in a cross-cultural setting.
4. Recognize and accept different patterns of child development within and between cultures in order to formulate realistic objectives.
5. Assist children to maintain and extend identification with and pride in the mother culture.
6. Understand, appreciate and incorporate into activities, materials and other aspects of the instructional environment:
   a. The culture and history of the group's ancestry.
   b. Contributions of group to history and culture of the United States.
   c. Contemporary life style(s) of the group.
7. Recognize both the similarities and differences between Anglo-American and other cultures and both the potential conflicts and opportunities they may create for children.

8. Know the effects of cultural and socio-economic variables on the student's learning styles (cognitive and affective) and on the student's general level of development and socialization.
9. Use current research regarding the education of children in the United States from diverse linguistic and cultural backgrounds.
10. Understand the effects of socio-economic and cultural factors on the learner and the educational program.
11. Recognize differences in social structure, including familial organization and patterns of authority, and their significance for the program.

IV. Instructional Methods

This component should enable teachers to assist students in achieving their full academic potential in the home language and culture as well as in English. To this end, the teacher is expected to demonstrate the following competencies:

1. Assist children to maintain and extend command of the mother tongue and the second language in listening, speaking, reading, and writing.
2. Apply teaching strategies appropriate to distinct learning modes and developmental levels, including pre-school, taking into consideration how differences in culture affect these and other learning variables.
3. Organize, plan and teach specific lessons in the required curriculum areas, using the appropriate terminology in the learner's language(s) and observing the local district curriculum guidelines. Basic elements and methodologies best suited to the teaching of reading and language arts, mathematics, social studies, and science, as a minimum, must be identified and applied in the learner's language(s).
4. Utilize innovative techniques effectively and appropriately in the learner's language(s) in the various content areas, namely:

a. Formulation of realistic performance objectives and their assessment
b. Inquiry/discovery strategies
c. Individualized instruction
d. Learning centers
e. Uses of media and audio-visual materials
f. Systems approaches to the teaching of reading and mathematic skills
g. Team teaching and cross grouping
h. Interaction analysis

5. Develop an awareness of the way in which learner's culture should permeate significant areas of the curriculum.
6. Utilize first and/or second-language techniques in accordance with the learner's needs at various stages of the learning process.
7. Utilize effective classroom management techniques, for optimal learning in specific situations.
8. Work effectively with paraprofessionals, and other adults.
9. Identify and utilize available community resources in and outside the classroom.

V. Curriculum Utilization And Adaption

The teacher should demonstrate the ability to:

1. Identify current biases and deficiencies in existing curriculum and in both commercial and teacher-prepared materials of instruction. Materials should be evaluated in accordance with the following criteria:
   a. Suitability to students' language proficiences and cultural experiences.
   b. Provision and respect for linguistic and cultural diversity.
   c. Objectives, scope, and sequence of the materials in terms of content areas.
   d. Students' reaction to materials.
2. Acquire, evaluate, adapt, and develop materials appropriate to the bilingual-bicultural classroom.

VI. Assessment

General: The teacher should demonstrate the ability to:

1. Recognize potential linguistic and cultural biases of existing assessment instruments and procedures when prescribing a program for the learner.
2. Utilize continuous assessment as part of the learning process.
3. Interpret diagnostic data for the purpose of prescribing instructional programs for the individual.
4. Use assessment data as basis for program planning and implementations.

Language: The teacher should demonstrate the ability to:

1. Determine language dominance of the learner in various domains of language use--oral and written.
2. Use assessment results to determine teaching strategies for each learner.
3. Identify areas of proficiency (oral and written: vocabulary, syntax, phonology) in the learner's first and second language.
4. Assess maintenance and extension levels of the learner's language(s).

Content: The teacher should demonstrate the ability to:

1. Evaluate growth using teacher prepared as well as standard instruments, in cognitive skills and knowledge of content areas utilizing the language of the home.
2. Assess accuracy and relevance of materials utilized in the classroom.
3. Prepare tests to evaluate achievement of proposed objectives of instruction.

Self: The teacher should demonstrate the ability to identify and apply procedures for the assessment of:

1. Own strengths and weaknesses as a bilingual teacher.
2. Own value system as it relates to the learner, his behavior, and his background.
3. The effectiveness of own teaching strategies.

VII. School-Community Relations

Current trends in education have specifically identified the significant role of the community in the educational process. The knowledge that the community has goals and expectations creates for the schools the need to include, integrate, and enhance those expectations in the regular school program.

Bilingual education offers distinct opportunities to bridge the structural and cultural gap between school and community. The school with a bilingual-bicultural education program should serve as a catalyst for the integration of diverse cultures within the community.

The teacher should demonstrate the following competencies:

1. Develop basic awareness concerning the importance of parental and community involvement for facilitating the learner's successful integration to his school environment.
2. Acquire skills to facilitate the basic contacts and interaction between the learner's families and the school personnel.
3. Demonstrate leadership in establishing home/community exchange of socio-cultural information which can enrich the learner's instructional activities.
4. Acquire, and develop, skills in collecting culturally relevant information and materials characteristic of both the historical and current life-styles of the learner's culture(s) that can serve both for curriculum contents and for instructional activities.
5. Acquire a knowledge of the patterns of child rearing represented in the families of the learners so as to better understand the background of the learner's behaviors in the classroom.
6. To act as facilitator for enhancing the parents' roles, functions and responsibilities in the school and community.
7. Serve as a facilitator for the exchange of information and views concerning the rationale, goals, and procedures for the instructional programs of the school.
8. To plan for and provide the direct participation of the learner's family in the regular instructional programs and activities.

VIII. Supervised Teaching

Because of the great disparity between theory presented in the context of a college environment and practical teaching realities in a bilingual-bicultural classroom setting, it is essential that a portion of every teacher's training experience include on-site supervised teaching experience in a bilingual-bicultural program. To the extent possible, relevant competencies should be demonstrated in the direct context of such a classroom setting.

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